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ABSTRACT

This 1984 survey was conducted to obtain data on the characteristics of public school students in the 50 states and the District of Columbia. The 3,510 school districts selected to participate were statistically sampled from approximately 16,000 U.S. school districts, and the schools within the selected districts were subsampled: (1) all special education, vocational, and disciplinary schools, and (2) a statistical sample of remaining schools. The national summaries of data are divided into 12 statistical tables. Two lines of data are presented: actual reported, computed by aggregating the district level from each state (Tables 2-12), and projected data, computed from the reported data using sampling weights for each district (Table 1). The data are summarized by Office of Civil Rights client populations--American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; Black; White; male; and female. Table 1 (projected) and Table 2 (reported) present summaries in the following areas: enrollment; suspensions; corporal punishment; gifted-talented; educable mentally retarded; trainable mentally retarded; speech impaired; seriously emotionally disturbed; specific learning disability (data on students with limited English proficiency--LEP--given in these five areas of special education only); bilingual programs (not broken down by sex); and graduates. Full-time and part-time projected enrollment data is given for programs in the above five areas of special education and in: hard of hearing; deaf; visually handicapped; orthopedically impaired; other health impaired; deaf-blind; and multihandicapped. Special education is further subdivided by children: awaiting evaluation; identified as requiring special education; and receiving special education either in the school district or in a nondistrict facility. Also provided is enrollment by sex in both single-sex and mixed-sex classes for: home economics; industrial arts; and physical education in grades 7-9. Table 2 additionally presents classroom data by race/ethnicity. Table 3 examines school desegregation. Tables 4-6 examine minority/non-minority participation in various programs or activities (suspensions and corporal punishment, gifted/talented, and special education). Tables 7-12 present data on: classroom desegregation; analysis of LEP pupils needs and services; special education needs and services by percent of enrollment; amount of time spent in special education programs; and analysis of the distribution of single-sex classes. Survey instrument is appended. (AA)

ED271543

1984 ELEMENTARY AND SECONDARY SCHOOLS
CIVIL RIGHTS SURVEY

NATIONAL SUMMARIES

MAY 1986

PREPARED BY DBS CORPORATION
UNDER SUBCONTRACT TO
OPPORTUNITY SYSTEMS INCORPORATED
UNDER CONTRACT NUMBER 300-84-0236
FOR THE OFFICE FOR CIVIL RIGHTS
DEPARTMENT OF EDUCATION

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USER'S GUIDE FOR NATIONAL SUMMARIES

I. Introduction

The Fall 1984 Elementary and Secondary Schools (E&S) Civil Rights Survey was conducted to obtain data on the characteristics of students enrolled in public schools throughout the nation. The information is required by the Office for Civil Rights (OCR) to fulfill its responsibilities under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

The survey instrument was comprised of two forms: an ED 101 form completed by school districts and an ED 102 form completed by individual schools. Copies of the forms are presented in Appendix A. The districts selected to participate in the survey were statistically sampled from a universe of approximately 16,000 districts. The sample selection process was designed to meet the objectives of the survey and to provide statistical accuracy and projectability of the data.

The purpose of this report is to present a national summary of the data collected. Tables are presented using projected and reported data. A similar report, presenting state summaries, is also available.

Every effort has been made to analyze and present survey data in a useful manner. The summary report formats are based upon the summary reports produced for the corresponding 1980 and 1982 Elementary and Secondary Schools Civil Rights Surveys. If there are questions regarding this report, or if there are comments which might be helpful for future reports, please contact the ED/OCR Surveys Branch.

II. Description of the Survey

The Office for Civil Rights (OCR) Elementary and Secondary Schools Civil Rights Survey has been conducted on a national basis from the 1967-68 school year through the 1984-85 school year. The survey instrument is comprised of two forms: a district level form (ED101) and a school level form (ED102). Each district selected to participate in the survey completes an ED101 form; and generally, every school within selected districts completes an ED102 form. The survey forms reflect the important issues and direct responsibilities of OCR.

For the 1984 Survey, the major design consideration of the survey was the sampling process used to select districts to be surveyed. A secondary design consideration was the subsampling of schools within large districts, i.e. the schools required to complete an ED102 form in large districts could themselves be a sample of schools within the district. A detailed discussion of the 1984 survey design follows.

The universe, from which the districts were to be sampled, was defined to be all public schools in the nation (fifty states and the District of Columbia). A universe file of all school districts was constructed using data from previous OCR E&S surveys and from the district universe file maintained by the National Center for Education Statistics (NCES). A complete description of the process of creating the district universe file is presented in Appendix B.

In order to minimize costs and to reduce respondent burden, a sampling methodology was employed to select districts for inclusion in the survey. The survey design divided the universe of districts into two subuniverses and applied a different sampling approach to each subuniverse. Specifically, the districts with an enrollment of 300 or more students were placed in one group and all other districts in a second group.

The first subuniverse, which consisted of districts with an enrollment of 300 or more, contained 11,450 districts with 76,971 schools and total enrollment of 39,897,451 students. In sampling from this subuniverse, the basic objective was to select a minimum number of districts that met a set of selection factors that represented the criteria which are to be satisfied to meet the needs of OCR.

The set of selection factors used to draw the sample from the "over 300" subuniverse basically were of two kinds: (1) minimum percent coverage of a specific population variable and (2) maximum percent standard deviation (PSD) of a projection of a population variable from the sample to the universe total.

The set of selection factors used in drawing the "over 300" sample was as follows:

1. 75% coverage and 5% PSD of each of the following nationwide minority student components - Asian/Pacific, Black, and Hispanic.
2. 50% coverage and 5% PSD of the total student population.
3. 10% PSD of the student population for each individual state.

A computer program known as OPTSAM was used to develop the set of probabilities (one for each district) and to draw the sampled districts in such a way as to satisfy the above selection factors while attempting to minimize the costs of conducting the survey.

As a result of running OPTSAM, 2,250 districts, containing 32,495 schools and 19,560,037 students, were selected from the first subuniverse. An additional 1,260 districts were chosen at random from the second subuniverse of districts, the "under 300" subuniverse. These 1,260 districts represented 1,437 schools and 155,833 students.

The combination of sampling from the two subuniverses resulted in 3,510 districts being surveyed representing 33,932 schools. The inverse of the probability associated with each district's selection in the sampling process was used as the district's weight in the survey, a value used for projection purposes. Since the set of districts which responded to the survey differed

from the set of districts that were initially selected by the sampling process, it became necessary at the end of the survey to "reweight" the sampled districts. The original weights were adjusted upwards by a small value to compensate for the nonresponding or otherwise missing districts.

The second design consideration associated with the 1984 E&S Survey was the introduction of the concept of subsampling schools within selected districts. Normally a district selected for the survey must complete and submit an ED102 form for each school within the district. For the 1984 E&S Survey, districts with more than 100 schools were allowed to subsample schools, as follows:

1. Special schools (i.e. special education schools, vocational schools, disciplinary schools, etc.) were specifically included in the subsample and had to complete the ED102 forms.

2. The remaining schools in the district were to be listed in alphabetical order and a selection was to be made in a specified periodic order (e.g. every tenth school) until 100 schools had been selected.

More than forty of the districts selected to participate in the 1984 E&S Survey were eligible to subsample schools within their district; however, only five elected to subsample.

Since complete district level data for the five subsampling districts was unavailable by direct aggregation of the school records within the district, the following methodology was used to project district level values for the subsampling districts:

1. The special schools, which were required to be sampled, were identified and not included in the weighting calculations.

2. The total number of regular schools in the district in 1984 was determined; adjustments were made for new or closed schools, if the information was provided by the district.

3. The weighting factor was calculated to be the total number of actual regular schools divided by the number of subsampled regular schools.

4. The district level data was then estimated by multiplying the regular schools' reported data by the weighting factor and adding the special school data to this weighted regular school data.

In the data tables described below, analysis based upon individual school data used the projected school level data (using the weighting factor for each school) from the subsampling districts. Analysis based upon district level data used the data reported by the subsample of schools, projected up to the district level.

III. Projection of the Reported Survey Data

The 1984 survey data is projectable to the state, regional or national level. Projections are to the universe of all public school districts. The survey data was projected by first multiplying the school or district level data elements by the corresponding district's sampling weight and then aggregating to the required state or national level. Reported data from districts whose schools were subsampled were first weighted by the technique described in Section II above.

The chart below compares the reported data to the projected data for the entire nation. The 1984 estimated universe data, from which the 1984 survey sample was drawn, is also presented as evidence of the validity of the projection of the survey data.

Data Element	Reported	Projected	Universe
Number of districts	3,312	16,056	15,950
Number of schools	33,132	81,242	82,185
Total Enrollment	19,351,480	39,451,897	40,455,992

A tabulation of the number of districts and schools and the total pupil enrollment by race/ethnicity and sex for each state and the nation is provided in Appendix C. Two lines of data are presented for each state and the nation:

1. Reported survey data, computed by aggregating the district level data from each state.

2. Projected survey data, computed from the reported data using the sampling weights for each district.

In examining the data in Appendix C, it is interesting to compare the reported versus the projected percentages of enrollment by racial/ethnic category. For example, the percentage of Black students in the nation is 24.5% of the total reported enrollment data and 16.2% of the total projected enrollment data. The discrepancy is explained by the selection factors originally used to draw the 1984 E&S Survey sample; specifically, the requirement that 75% of the Black school population be covered by the survey. The data reveals that the actual 1984 E&S coverage was approximately 74% on a national basis.

On the other hand, if the percentages of enrollment by sex are compared, no significant differences exist between the reported and projected enrollment percentages. The primary reasons for the similarity of the two percentages are, as follows:

- Sex was not used as a selection factor in drawing the survey sample; coverages of the nation's primary minority components were the critical selection factors.

- Sex is not correlated with race - i.e. the probability of selecting a Black student over a Hispanic student in no way influences the probability of selecting a male or a female.

In comparing projected data to the reported data in the 1984 E&S Survey, changes in the interrelationship of the data elements within each group of data can often be explained by the emphasis placed upon racial minority coverage in the survey sample and the relationship of the data element to racial/ethnic factors.

IV. National Summary of Survey Data

The National Summary tables are presented in the section of this report which directly follows the user's guide text. Throughout the tables, survey data is summarized by OCR client populations, which include:

- AM IND: American Indian or Alaskan Native
- ASIAN: Asian or Pacific Islander
- HISP: Hispanic
- BLACK: Black, not of Hispanic origin
- MINORITY: Total of above four categories
- WHITE: White, not of Hispanic origin
- TOTAL: Total of racial/ethnic categories
- MALE
- FEMALE
- LEP: Limited English Proficiency (Pupils in need of language assistance programs)

Definitions of these client populations are given on the survey forms (Appendix A).

The file from which the tables were generated contains the most accurate data obtainable from the districts. However, districts sometimes initially submitted incomplete, inaccurate, or inconsistent data. Despite a major effort to secure, from the districts, additional information and/or corrections, some errors remain. In particular, some districts reported totals which did not agree with computed totals by race/ethnicity and/or sex. Throughout the following tables, computed totals, rather than reported totals, are presented. This leads to an inconsistency in tables which present data by both race/ethnicity and sex. In these tables, the total is the computed sum of the data by race/ethnicity and may not reflect the total by sex.

Table 1

Table 1 presents a summary of the survey data statistically projected to the nation. A description of the sampling and projection methodologies was provided in Sections II and III of this report. The number of districts and schools is presented first followed by a matrix displaying participation in various programs/activities by the OCR client populations. The rows of the matrix display eleven major programs/activities:

- ENROLLMENT: Pupils in membership on or about October 1, 1984 (ED 102, Item 5a).

- SUSPENSIONS: Pupils suspended for at least one day during the 1983-84 school year (ED 102, Item 5e)

- CORP PUNISHMENT: Pupils who received corporal punishment during the 1983-84 school year (ED 102, Item 5d)

- GIFTED/TALENTED: Pupils enrolled in programs for the gifted/talented (ED 102, Item 5c)

- EMR: Pupils enrolled in programs for the educable mentally retarded (ED 102, Item 7a)

- TMR: Pupils enrolled in programs for the trainable mentally retarded (ED 102, Item 7b)

- SPEECH IMPAIR: Pupils enrolled in programs for the speech impaired (ED 102, Item 7e)

- SER EMOT DIST: Pupils enrolled in programs for the seriously emotionally disturbed (ED 102, Item 7g)

- SPEC LEARN DIS: Pupils enrolled in programs for a specific learning disability (ED 102, Item 7j)

- BILINGUAL: Pupils enrolled in a program of language assistance, such as a bilingual education program, English-as-a-Second-Language, or High Intensity Language Training (ED 102, Item 5b2)

- GRADUATES: Pupils who received a regular high school diploma during the 1983-84 school year (ED 102, Item 9).

For each program/activity, two lines of data appear:

- NUMBER: Number of pupils

- PERCENT: Number of pupils expressed as a percentage of the total column.

Blanks appear where data was not collected (e.g., male and female bilingual pupils).

The next group of information displayed on Table 1 relates to special education and includes four data items:

- CHILDREN AWAITING EVALUATION: Children referred for initial evaluation to determine if they require special education but have not yet been evaluated (ED 101, Item 5a)

- CHILDREN IDENTIFIED AS REQUIRING: Children identified as requiring special education (ED 101, Item 5b)

- CHILDREN RECEIVING IN DISTRICT: Children requiring special education and placed in special education programs in the school district (ED 101, Item 5c)

- CHILDREN RECEIVING ELSEWHERE: Children requiring special education and placed in special education programs in a nondistrict facility (ED 101, Item 5d).

The next data matrix displays enrollment by sex in single-sex classes and mixed classes for the following subjects in grades 7 through 9:

- Home Economics (ED 102, Item 8.a)
- Industrial Arts (ED 102, Item 8.b)
- Physical Education (ED 102, Item 8.c).

The final matrix displays enrollment in special education programs by the amount of time (part-time versus full-time) spent in all special education programs. Percentages are based on the total enrollment in each program. Data was taken from the ED 102 form, Item 7.

Table 2

Table 2 is similar to Table 1. Unlike Table 1, however, Table 2 and all subsequent tables are based on actual data submitted rather than statistical projections, with the exception of the school data projected for the subsampling districts as discussed in Section II. In addition, Table 2 presents one additional category of data not included on Table 1.

The additional data category, which appears last, displays classroom data by race/ethnicity. This data represents classrooms in the lowest grade and in the highest grade of classrooms in schools that offer any of the grades one through six, inclusive. Furthermore, only classrooms in the grade range of one through six were to be reported. A maximum of ten classrooms per school were analyzed. Data was obtained from the ED 102 form, Item 6, pupil assignment.

Table 3

Table 3 examines the area of school desegregation. The distribution of schools and minority students is examined as a function of the minority composition of the school and as a function of the deviation of the school from the district composition. All percentages are based on the total number of schools surveyed and the total number of minority pupils in these schools (as given at the bottom of the report). Data was obtained from the ED 102 form, Item 5a, pupils in membership.

Referring to Table 3, under the column labeled "60-70%" a total of 1,613 schools or 4.9% (1,613 divided by 33,132 X 100) of the schools surveyed were 60-70% minority. Of these 1,613 schools, 393 deviated from the district minority composition by only 0-5%, while 4 deviated from the district composition by 50% or more. The 393 schools in the 0-5% category enrolled 169,493 minority students or 2.1% (169,493 divided by 8,154,462 X 100) of all minority students surveyed.

By examining Table 3, one can determine the extent to which minorities are isolated in surveyed schools. Further examination reveals whether any such isolation is due to overall minority composition at the district or school assignments within the district. For example, schools with 99-100% minority composition and a 0-5% deviation are simply reflecting the high minority composition (94% or more) of the district. Schools with 99-100% minority composition and a 50-100% deviation, however, may reflect potential school assignment problems.

Tables 4, 5, and 6

Tables 4, 5, and 6 are all similar in that they examine minority/non-minority participation in various programs or activities as a function of the minority composition of the school. Referring to Table 4, Disciplinary Actions by Percent Minority Composition of School, there were 88,924 minority students and 120,562 non-minority students who were suspended from schools with a 20-40% minority composition. Table 5 presents the same analysis for gifted/talented programs, while Table 6 examines selected special education programs. In Table 6, the figures presented for "Total Special Education" represent totals for the five programs listed and do not include such programs as deaf/blind for which data was not collected by race/ethnicity.

Data for Table 4 was obtained from the ED 102 form, Item 5d, for pupils who received corporal punishment and Item 5e, for pupils suspended. Data for Table 5 came from the ED 102 form, Item 5c, pupils in programs for the gifted or talented. Five lines of special education program data on the ED 102 form (7a, 7b, 7e, 7g, and 7j) are displayed on Table 6.

Table 7

Table 7 displays classroom data by the percent minority composition of the class. Referring to the table, 41,873 classes (or 33.4% of all sampled classes) were comprised of 0-15% minority students. These 41,873 classes enrolled 47,484 minority students or 3.7% of all minority students in the sampled classrooms. Again, it should be noted that these figures are based on the low grade and high grade of classes offered in the grade span of one through six (up to ten classrooms) from each surveyed school. Data was obtained from the ED 102 form, Item 6; pupil assignment.

Table 8

Table 8 examines the provision of bilingual services by race/ethnicity. Referring to the table, 9,403 American Indian students were identified as having limited English proficiency. Of these students, 8,666 were enrolled in a bilingual program, leaving 737 or 7.8% who were not participating in such a program. Data was taken from the ED 102 form, Item 5b1, pupils in need of language assistance programs and Item 5b2, pupils enrolled in language assistance programs.

Table 9

Table 9 examines the distribution of special education needs and services. The columns of the matrix represent the percentage of the district enrollment which was evaluated as requiring special education. Referring to the column labeled "4-6%", there were 192 districts in which 4-6% of the student population was evaluated as requiring special education. These 192 districts were comprised of 935 schools and had a total enrollment of 543,722. Within these districts, there were 28,677 children identified as requiring special education of which 26,572 children were receiving special education services in district facilities and 2,109 children were receiving special education services in facilities not operated by the school systems. Finally, within the 192 districts, there were 1,960 children awaiting evaluation to determine special education needs. Data were taken from the ED 101 form, Item 5, for special education information.

Table 10

Table 10 addresses the issue of mainstreaming and the requirement to determine special education needs on an individual basis. Referring to the table, the totals' columns indicate that there were 17,318 schools operating EMR programs for a total EMR enrollment of 257,735. Of these, 7,484 schools operated their program such that all EMR students in the school were enrolled in special education programs full-time (100% full-time). At the same time, 7,247 schools operated their EMR programs such that only 0-25% of the EMR students were enrolled in full-time special education programs. The first group of 7,484 schools enrolled 118,835 full-time EMR students while the second group of 7,247 schools enrolled 1,851 full-time EMR students. Data were taken from columns 10 and 11 of Item 7, special education programs, on the ED 102 form.

Table 11

Table 11 examines the distribution of single-sex classes for selected program enrollment in grades seven through nine. A single-sex class is defined as a class in which the enrolled pupils are all male or all female. Referring to the table, there were 8,930 schools offering Home Economics for a total Home Economics enrollment of 101,397. Of these 8,930 schools, 6,444 had no single-sex Home Economics classes and 233 had single-sex classes which enrolled 1-10% of all Home Economics students in the school. Similarly, the column labeled "100%" indicates that 848 of the schools had no mixed Home Economics classes (100% of these classes in the 848 schools were single-sex classes). The 233 schools in the 1-10% category had 2,500 students in single-sex classes while the 848 schools in the 100% category had 41,620 students in single-sex classes. Data were obtained from the ED 102 form, Item 8, selected course enrollment.

Table 12

Table 12 examines selected program enrollment by sex. The first three programs are for grade spans seven through nine. The special education programs are for all grade levels. For each of the programs, the number and percent of males and females enrolled is displayed. Data were taken from the ED 102 form, Item 7, special education and Item 8, selected course enrollment.

Table 1

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF PROJECTED DATA

NUMBER OF DISTRICTS :16056
NUMBER OF SCHOOLS :81242

		AM IND	ASIAN	HISP	BLACK	MINORITY	WHITE	TOTAL	MALE	FEMALE	LEP
ENROLLMENT	: NUMBER	364313	994108	3598511	6388670	11345602	28106295	39451897	20271684	19178769	
	PERCENT	0.9	2.5	9.1	16.2	28.8	71.2	100.0	51.4	48.6	
SUSPENSIONS	: NUMBER	15869	20527	150329	585025	771750	1097653	1869403	1327789	549871	
	PERCENT OF TOTAL	0.8	1.1	8.0	31.3	41.3	58.7	100.0	71.0	29.4	
CORP PUNISHMENT	: NUMBER	10530	3409	91636	374315	479890	852427	1332317	1074662	257555	
	PERCENT OF TOTAL	0.8	0.3	6.9	28.1	36.0	64.0	100.0	80.7	19.3	
GIFTED/TALENTED	: NUMBER	7195	82300	76191	138167	303853	1333849	1637702	794348	843838	
	PERCENT OF TOTAL	0.4	5.0	4.7	8.4	18.6	81.4	100.0	48.5	51.5	
EMR	: NUMBER	4963	3073	41412	197471	246919	282466	529385	327769	202018	5757
	PERCENT OF TOTAL	0.9	0.6	7.8	37.3	46.6	53.4	100.0	61.9	38.2	1.1
TMR	: NUMBER	991	1782	9633	24902	37308	59126	96434	54996	41469	2175
	PERCENT OF TOTAL	1.0	1.8	10.0	25.8	38.7	61.3	100.0	57.0	43.0	2.3
SPEECH IMPAIR	: NUMBER	8948	17235	70364	153350	249897	754937	1004834	635757	369481	15350
	PERCENT OF TOTAL	0.9	1.7	7.0	15.3	24.9	75.1	100.0	63.3	36.8	1.5
SER EMOT DIST	: NUMBER	1853	1191	13097	54113	70254	160649	230903	179390	51540	1273
	PERCENT OF TOTAL	0.8	0.5	5.7	23.4	30.4	69.6	100.0	77.7	22.3	0.6
SPEC LEARN DIS	: NUMBER	18881	16012	160581	288108	483582	1176653	1660235	1176431	483565	26447
	PERCENT OF TOTAL	1.1	1.0	9.7	17.4	29.1	70.9	100.0	70.9	29.1	1.6
BILINGUAL	: NUMBER	24271	225917	843914	16574	1110676	87428	1198104			
	PERCENT OF TOTAL	2.0	18.9	70.4	1.4	92.7	7.3	100.0			
GRADUATES	: NUMBER	18411	58576	140054	325898	542939	1954943	2497882	1234350	1267046	
	PERCENT OF TOTAL	0.7	2.3	5.6	13.0	21.7	78.3	100.0	49.4	50.7	

SPECIAL EDUCATION
CHILDREN AWAITING EVALUATION : 187206
CHILDREN IDENTIFIED AS REQUIRING : 3943756
CHILDREN RECEIVING IN DISTRICT : 3707415
CHILDREN RECEIVING ELSEWHERE : 225782

	SINGLE SEX CLASSES		MIXED CLASSES	
	MALES	FEMALES	MALES	FEMALES
HOME ECONOMICS	14096	271490	1008422	1483665
INDUSTRIAL ARTS	339647	12493	1859849	892210
PHYSICAL ED	1074924	994717	3550149	3291080

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Table 1 (continued)

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF PROJECTED DATA

ENROLLMENT IN SPECIAL EDUCATION BY AMOUNT OF TIME PARTICIPATING

PROGRAM	ENROLLMENT	PART-TIME		FULL-TIME	
		NUMBER	PCT	NUMBER	PCT
EMR	529799	201029	37.9	328770	62.1
TMR	96489	8603	8.9	87886	91.1
HARD OF HEARING	23081	15173	65.7	7908	34.3
DEAF	13028	3652	28.0	9376	72.0
SPEECH IMPAIRED	1005048	914042	90.9	91006	9.1
VISUALLY HANDICAPPED	14680	9786	66.7	4894	33.3
SERIOUSLY EMOTIONALLY DIST	230634	121049	52.5	109585	47.5
ORTHOPEDICALLY IMPAIRED	35612	15961	44.8	19651	55.2
OTHER HEALTH IMPAIRED	34035	21515	63.2	12520	36.8
SPECIFIC LEARNING DISABILITY	1658452	1252136	75.5	406316	24.5
DEAF-BLIND	617	164	26.6	453	73.4
MULTIHANDICAPPED	56914	10644	18.7	46270	81.3
TOTAL	3698389	2573754	69.6	1124635	30.4

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Table 2

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA

NUMBER OF DISTRICTS : 3312
NUMBER OF SCHOOLS :33132

		AM IND	ASIAN	HISP	BLACK	MINORITY	WHITE	TOTAL	MALE	FEMALE	LEP
ENROLLMENT	: NUMBER	145331	706429	2557777	4744925	8154462	11197018	19351480	9935500	9415828	
	PERCENT	0.8	3.7	13.2	24.5	42.1	57.9	100.0	51.3	48.7	
SUSPENSIONS	: NUMBER	7281	17004	113578	448527	586390	516363	1102753	776625	334000	
	PERCENT OF TOTAL	0.7	1.5	10.3	40.7	53.2	46.8	100.0	70.4	30.3	
CORP PUNISHMENT	: NUMBER	3713	2041	47423	211156	264333	302364	566697	454017	112612	
	PERCENT OF TOTAL	0.7	0.4	8.4	37.3	46.6	53.4	100.0	80.1	19.9	
GIFTED/TALENTED	: NUMBER	2907	57211	60500	108391	229609	613933	843542	406303	436694	
	PERCENT OF TOTAL	0.3	6.8	7.2	12.9	27.2	72.8	100.0	48.2	51.8	
EMR	: NUMBER	1954	2332	26055	124422	154763	102828	257591	155898	101804	4838
	PERCENT OF TOTAL	0.8	0.9	10.1	48.3	60.1	39.9	100.0	60.5	39.5	1.9
TMR	: NUMBER	461	1252	6499	18126	26338	28290	54628	31439	23205	1763
	PERCENT OF TOTAL	0.8	2.3	11.9	33.2	48.2	51.8	100.0	57.6	42.5	3.2
SPEECH IMPAIR	: NUMBER	3391	9478	44959	104561	162389	279638	442027	280780	161295	11042
	PERCENT OF TOTAL	0.8	2.1	10.2	23.7	36.7	63.3	100.0	63.5	36.5	2.5
SER EMOT DIST	: NUMBER	880	839	9982	40313	52014	78767	130781	101604	29188	1012
	PERCENT OF TOTAL	0.7	0.6	7.6	30.8	39.8	60.2	100.0	77.7	22.3	0.8
SPEC LEARN DIS	: NUMBER	7669	11746	105798	202031	327244	463381	790625	562082	228419	19666
	PERCENT OF TOTAL	1.0	1.5	13.4	25.6	41.4	58.6	100.0	71.1	28.9	2.5
BILINGUAL	: NUMBER	8666	176698	673840	13211	872415	46837	919252			
	PERCENT OF TOTAL	0.9	19.2	73.3	1.4	94.9	5.1	100.0			
GRADUATES	: NUMBER	6987	44477	99117	236123	386704	780356	1167060	570206	598230	
	PERCENT OF TOTAL	0.6	3.8	8.5	20.2	33.1	66.9	100.0	48.9	51.3	

SPECIAL EDUCATION
CHILDREN AWAITING EVALUATION : 89037
CHILDREN IDENTIFIED AS REQUIRING : 1834040
CHILDREN RECEIVING IN DISTRICT : 1754454
CHILDREN RECEIVING ELSEWHERE : 75188

	SINGLE SEX CLASSES		MIXED CLASSES	
	MALES	FEMALES	MALES	FEMALES
HOME ECONOMICS	4323	97074	410899	636291
INDUSTRIAL ARTS	144333	3905	823051	377251
PHYSICAL ED	443806	409656	1758635	1622441

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Table 2 (continued)

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA

ENROLLMENT IN SPECIAL EDUCATION BY AMOUNT OF TIME PARTICIPATING

PROGRAM	ENROLLMENT	PART-TIME		FULL-TIME	
		NUMBER	PCT	NUMBER	PCT
EMR	257735	93881	36.4	163854	63.6
TMR	54646	4692	8.6	49954	91.4
HARD OF HEARING	13036	8047	61.7	4989	38.3
DEAF	8654	2397	27.7	6257	72.3
SPEECH IMPAIRED	442102	395515	89.5	46587	10.5
VISUALLY HANDICAPPED	8397	5243	62.4	3154	37.6
SERIOUSLY EMOTIONALLY DIST	130781	63439	48.5	67342	51.5
ORTHOPEDICALLY IMPAIRED	21904	9039	41.3	12865	58.7
OTHER HEALTH IMPAIRED	21499	14180	66.0	7319	34.0
SPECIFIC LEARNING DISABILITY	790534	577397	73.0	213137	27.0
DEAF-BLIND	369	65	17.6	304	82.4
MULTIHANDICAPPED	34589	5617	16.2	28972	83.8
TOTAL	1784246	1179512	66.1	604734	33.9

REPORTED CLASSROOM DATA

AMER INDIAN		ASIAN		HISPANIC		BLACK		WHITE		TOTAL
NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER
24442	0.8	99594	3.3	385741	12.8	767473	25.4	1745619	57.7	3022869

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Table 3

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
SCHOOL DESEGREGATION

DIFFERENCE BETWEEN SCHOOL AND DISTRICT PERCENT MINORITY COMPOSITION			PERCENT MINORITY SCHOOL COMPOSITION										
			0-10%	10-20%	20-30%	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-99%	99-100%	TOTAL
0-5 %	SCHOOLS	- NUMBER	8565	1714	1055	838	653	554	393	488	441	571	412	15684
		PERCENT	25.9	5.2	3.2	2.5	2.0	1.7	1.2	1.5	1.3	1.7	1.2	47.3
	MIN ENROLL	- NUMBER	148607	142611	171284	189759	179940	191509	169493	257674	264980	373094	249646	2338597
		PERCENT	1.8	1.7	2.1	2.3	2.2	2.3	2.1	3.2	3.2	4.6	3.1	28.7
5-10 %	SCHOOLS	- NUMBER	931	832	694	562	472	383	307	287	376	417	220	5481
		PERCENT	2.8	2.5	2.1	1.7	1.4	1.2	0.9	0.9	1.1	1.3	0.7	16.5
	MIN ENROLL	- NUMBER	24837	68480	106482	128174	130447	126731	129495	140469	226643	258456	142800	1483014
		PERCENT	0.3	0.8	1.3	1.6	1.6	1.6	1.6	1.7	2.8	3.2	1.8	18.2
10-20 %	SCHOOLS	- NUMBER	560	620	630	640	609	484	553	372	268	697	856	6290
		PERCENT	1.7	1.9	1.9	1.9	1.8	1.5	1.7	1.1	0.8	2.1	2.6	19.0
	MIN ENROLL	- NUMBER	15612	62165	88561	127343	166935	152482	222894	175668	150583	528584	604444	2295271
		PERCENT	0.2	0.8	1.1	1.6	2.0	1.9	2.7	2.2	1.8	6.5	7.4	28.1
20-30 %	SCHOOLS	- NUMBER	274	212	194	261	263	464	244	150	167	328	653	3209
		PERCENT	0.8	0.6	0.6	0.8	0.8	1.4	0.7	0.5	0.5	1.0	2.0	9.7
	MIN ENROLL	- NUMBER	8075	20472	28934	51441	77327	176639	90984	65932	81092	257516	501718	1360130
		PERCENT	0.1	0.3	0.4	0.6	0.9	2.2	1.1	0.8	1.0	3.2	6.2	16.7
30-40 %	SCHOOLS	- NUMBER	125	94	106	79	251	131	93	82	105	124	45	1236
		PERCENT	0.4	0.3	0.3	0.2	0.8	0.4	0.3	0.2	0.3	0.4	0.1	3.7
	MIN ENROLL	- NUMBER	3379	9173	14737	19017	71290	38984	26711	30268	50290	64974	18815	347638
		PERCENT	0.0	0.1	0.2	0.2	0.9	0.5	0.3	0.4	0.6	0.8	0.2	4.3
40-50 %	SCHOOLS	- NUMBER	40	40	56	154	47	15	19	44	71	79	62	625
		PERCENT	0.1	0.1	0.2	0.5	0.1	0.0	0.1	0.1	0.2	0.2	0.2	1.9
	MIN ENROLL	- NUMBER	496	2798	9427	37698	10915	2512	5182	14205	31052	38804	32067	185156
		PERCENT	0.0	0.0	0.1	0.5	0.1	0.0	0.1	0.2	0.4	0.5	0.4	2.3
50-100 %	SCHOOLS	- NUMBER	107	70	117	42	2	0	4	18	45	138	64	607
		PERCENT	0.3	0.2	0.4	0.1	0.0	0.0	0.0	0.1	0.1	0.4	0.2	1.8
	MIN ENROLL	- NUMBER	1970	6360	15494	5855	209	0	809	4845	16036	65096	27982	144656
		PERCENT	0.0	0.1	0.2	0.1	0.0	0.0	0.0	0.1	0.2	0.8	0.3	1.8
TOTAL	SCHOOLS	- NUMBER	10602	3582	2850	2577	2295	2030	1613	1442	1473	2356	2312	33132
		PERCENT	32.0	10.8	8.6	7.8	6.9	6.1	4.9	4.4	4.4	7.1	7.0	100.0
	MIN ENROLL	- NUMBER	202976	312059	434919	559287	637063	688857	645568	689061	820676	1586524	1577472	8154462
		PERCENT	2.5	3.8	5.3	6.9	7.8	8.4	7.9	8.5	10.1	19.5	19.3	100.0

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Table 4

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
DISCIPLINARY ACTIONS BY PERCENT MINORITY COMPOSITION OF SCHOOL

		MINORITY COMPOSITION OF SCHOOL				
		0-20%	20-40%	40-60%	60-80%	80-100%
SUSPENSIONS						
NUMBER:	MINORITY	34084	88924	117474	120132	225776
	NON-MINORITY	256940	120562	81868	43682	13311
CORPORAL PUNISHMENT						
NUMBER:	MINORITY	21541	62309	58825	44498	77160
	NON-MINORITY	148400	86946	42660	17921	6437

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Table 5

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
PARTICIPATION IN GIFTED/TALENTED PROGRAMS BY PERCENT MINORITY COMPOSITION OF SCHOOL

		MINORITY COMPOSITION OF SCHOOL				
		0-20%	20-40%	40-60%	60-80%	80-100%
GIFTED/TALENTED PROGRAMS NUMBER:	MINORITY	17370	27223	40507	39974	104535
	NON-MINORITY	303944	153807	101064	41132	13986

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Table 6

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
SPECIAL EDUCATION PROGRAM ENROLLMENT BY PERCENT MINORITY COMPOSITION OF SCHOOL

		MINORITY COMPOSITION OF SCHOOL				
		0-20%	20-40%	40-60%	60-80%	80-100%
TOTAL SPECIAL EDUCATION						
NUMBER:	MINORITY	56343	114053	130058	115427	306867
	NON-MINORITY	570283	194180	113477	50765	24199
EMR						
NUMBER:	MINORITY	10345	25201	27821	21319	70077
	NON-MINORITY	59209	20137	13884	6160	3438
TMR						
NUMBER:	MINORITY	1724	3749	5059	5774	10032
	NON-MINORITY	13358	6782	4567	2387	1196
SPEECH IMPAIRED						
NUMBER:	MINORITY	13766	25200	29238	25228	68957
	NON-MINORITY	171556	56523	31993	13488	6078
SERIOUSLY EMOTIONALLY DISTURBED						
NUMBER:	MINORITY	4726	9020	9277	8243	20748
	NON-MINORITY	46021	16550	9386	4447	2363
SPECIFIC LEARNING DISABILITY						
NUMBER:	MINORITY	25782	50883	58663	54863	137053
	NON-MINORITY	280139	94188	53647	24283	11124

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Table 7

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
CLASSROOM DESEGREGATION

		MINORITY COMPOSITION OF CLASSROOM								
		0-15%	15-30%	30-45%	45-60%	60-75%	75-90%	90-97%	97-100%	TOTAL
CLASSES	- NUMBER	41873	17001	13953	12273	9764	8345	5814	16386	125410
	PERCENT	33.4	13.6	11.1	9.8	7.8	6.7	4.6	13.1	100.0
MINORITY ENROLLMENT	- NUMBER	47484	93445	128167	156824	159296	170174	142020	379707	1277117
	PERCENT	3.7	7.3	10.0	12.3	12.5	13.3	11.1	29.7	100.0

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Table 8

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
ANALYSIS OF LIMITED ENGLISH PROFICIENCY (LEP) PUPILS NEEDS AND SERVICES

	AM IND	ASIAN	HISPANIC	BLACK	MINORITY	WHITE	TOTAL
NUMBER IDENTIFIED AS LEP	9403	184856	705201	14843	914303	50433	964736
NUMBER ENROLLED IN A BILINGUAL PROGRAM	8666	176698	673840	13211	872415	46837	919252
NUMBER UNSERVED	737	8158	31361	1632	41888	3596	45484
PERCENT UNSERVED	7.8	4.4	4.4	11.0	4.6	7.1	4.7

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Table 9

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
SPECIAL EDUCATION NEEDS AND SERVICES BY PERCENT OF ENROLLMENT IDENTIFED AS REQUIRING SPECIAL EDUCATION

	PERCENT OF ENROLLMENT IDENTIFED AS REQUIRING SPECIAL EDUCATION							
	0%	.1-2%	2-4%	4-6%	6-8%	8-10%	>10%	TOTAL
DISTRICTS	138	26	95	192	478	714	1669	3312
SCHOOLS	1142	189	201	935	5163	10948	14554	33132
ENROLLMENT	937468	87955	78410	543722	3174360	6845630	7683935	19351480
CHILDREN AWAITING EVALUATION	9	150	212	1960	12074	32675	41957	89037
CHILDREN IDENTIFIED AS REQUIRING	0	392	2787	28677	229366	619268	953550	1834040
CHILDREN RECEIVING IN DISTRICT	157	7640	2998	26572	217110	595577	904400	1754454
CHILDREN RECEIVING ELSEWHERE	0	459	407	2109	11899	21195	39119	75188

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Table 10

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
AMOUNT OF TIME SPENT IN SPECIAL EDUCATION PROGRAMS

	AMOUNT OF TIME IN SPECIAL EDUCATION PROGRAM											
	PART-TIME					FULL-TIME					TOTALS	
PROGRAM	0-25%	25-50%	50-75%	75-99%	100%	0-25%	25-50%	50-75%	75-99%	100%	SCHLS	STUDENT
EMR												
SCHOOLS	8645	926	570	500	6677	7247	722	796	1069	7484	17318	
STUDENTS	3798	6691	7788	12985	62619	1851	5191	10942	27035	118835		257735
TMR												
SCHOOLS	3103	76	38	27	608	645	61	56	105	2985	3853	
STUDENTS	219	339	400	773	2961	124	247	560	1987	47036		54646
HARD OF HEARING												
SCHOOLS	1099	86	48	23	3160	3195	76	54	37	1054	4415	
STUDENTS	76	301	250	221	7199	57	198	403	413	3918		13036
DEAF												
SCHOOLS	676	45	10	8	641	649	26	32	32	640	1379	
STUDENTS	78	204	42	102	1971	15	56	352	747	5087		8654
SPEECH IMPAIR												
SCHOOLS	2221	287	329	502	20856	21395	330	270	296	1904	24196	
STUDENTS	1182	2735	5268	12766	373564	1677	2922	4822	7552	29614		442102
VISUAL HAND												
SCHOOLS	995	81	32	16	2774	2799	71	38	14	976	3898	
STUDENTS	37	225	144	136	4701	35	134	295	149	2541		8397
SER EMOT DIST												
SCHOOLS	4730	769	694	636	6296	7016	882	573	577	4077	13125	
STUDENTS	1509	3846	7030	10151	40903	1608	4560	5507	9881	45786		130781
ORTHO IMPAIR												
SCHOOLS	1553	158	84	31	2840	2891	152	91	102	1431	4666	
STUDENTS	317	488	635	703	6896	114	463	676	2329	9283		21904
OTHER HEALTH												
SCHOOLS	1113	131	75	20	2644	2677	142	65	25	1074	3983	
STUDENTS	67	222	348	201	13342	40	306	266	279	6428		21499
SPEC LEARN DIS												
SCHOOLS	4268	1561	2409	2464	16870	19420	2489	1449	649	3565	27571	
STUDENTS	4614	22313	62611	91748	396111	12997	37205	33054	28042	101839		790534
DEAF/BLIND												
SCHOOLS	94	2	0	0	55	55	2	1	0	93	151	
STUDENTS	1	4	0	0	60	0	4	3	0	297		369
MULTIHAND												
SCHOOLS	2175	133	70	24	993	1029	123	93	106	2043	3396	
STUDENTS	317	432	589	444	3835	57	417	596	2457	25445		34589

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Table 11

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
ANALYSIS OF THE DISTRIBUTION OF SINGLE SEX CLASSES

	PERCENT OF STUDENTS IN SINGLE SEX CLASSES								
	0%	1-10%	10-25%	25-50%	50-75%	75-90%	90-99%	100%	TOTAL
HOME ECONOMICS									
SCHOOLS	6444	233	499	504	289	[illegible]	11	848	8930
STUDENTS	0	2500	10103	20566	16827	8359	1422	41620	101397
INDUSTRIAL ARTS									
SCHOOLS	5507	227	534	661	462	156	16	704	8266
STUDENTS	0	3580	16492	36438	34663	14979	1979	40107	148238
PHYSICAL EDUCATION									
SCHOOLS	8507	306	242	230	222	164	194	1562	11425
STUDENTS	0	8035	18515	37963	57313	71915	128207	531514	853462

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Table 12

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
ANALYSIS OF SELECTED PROGRAM PARTICIPATION BY SEX

	MALE		FEMALE	
	NUMBER	PERCENT	NUMBER	PERCENT
SELECTED COURSES				
HOME ECONOMICS	415222	36.2	733365	63.8
INDUSTRIAL ARTS	967384	71.7	381156	28.3
PHYSICAL EDUCATION	2202441	52.0	2032097	48.0
SPECIAL EDUCATION				
EMR	155898	60.5	101804	39.5
TMR	31439	57.5	23205	42.5
SPEECH IMPAIRED	280780	63.5	161295	36.5
EMOTIONALLY DISTRUBED	101604	77.7	29188	22.3
SPECIFIC LEARNING DISABILITY	562082	71.1	228419	28.9

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REPORTING REQUIREMENT.

This report is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973. Section 100.6(b) of ED Regulations (34CFR 100), issued to carry out the purposes of Title VI of the Civil Rights Act of 1964, provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form, and containing such information, as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this regulation.

APPENDIX A

Form Approved:
OMB No. 1870-0500
Expiration 9/85

Fall 1984

Elementary and Secondary School Civil Rights Survey

SCHOOL SYSTEM SUMMARY REPORT: ED101

Office for Civil Rights
U.S. Department of Education
Washington, DC 20202-2516

Due December 15, 1984

GENERAL INSTRUCTIONS

- Please use a typewriter or print legibly in ink.
- Pupil membership should be reported as of October 1, 1984, or the nearest convenient date prior to December 15, 1984.
- If the answer for a given item is "none", enter "0" in the appropriate space.
- If a particular item is not applicable in your case, enter "N/A".
- Copies of this ED101 form and all ED102 forms for the district must be retained in the district office for two years from the due date (until December 15, 1986).

DEFINITION

SCHOOL For the purpose of this report, a school is a division of the school system consisting of elementary and/or secondary (or equivalent) students, comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same plant. Count only units administered by a principal or equivalent.

INSTRUCTIONS FOR COMPLETING FORM ED101

Questions 1, 2, 3. Self-explanatory

Question 4. COURT ORDER STATUS If you are uncertain as to whether or not your school system is currently subject to a Federal or State court order requiring your system to develop or implement a plan for desegregation, you should contact the Clerk of the appropriate Federal or State court to obtain this information.

Question 5. SPECIAL EDUCATION For the purposes of this survey, a special education pupil is (a) a student whose residence is within the geographic area served by the school system, (b) who is within the age group served by the school system, and (c) who has one or more of the following handicapping conditions: educable mental retardation; trainable mental retardation; hearing impairment; visual impairment; speech impairment; orthopedic impairment; other health impairments such as limited strength, vitality or alertness due to a heart condition, tuberculosis, rheumatic fever, etc.; serious emotional disturbance and/or a specific learning disability. Exclude children who are socially maladjusted or gifted/talented. Report on the basis of what is known to the school system at the time of reporting. Do not include children who are residents of other school districts, even if they are being served by your district.

a. How many children are awaiting initial evaluation? Number of pupils who have been referred for evaluation (to determine if they require special education) for the *first* time and who have not yet been evaluated. This number is exclusive of those reported in b. below; it does not include children being re-evaluated.

b. How many children have been identified as needing special education services? Number of children who have been evaluated as needing any type of special education program, either full-time or part-time.

c. How many children are placed in special education programs *in this district*? Include only those children who were identified in b. above. Combine the children being served on full-time and part-time bases. Include all children in the district who are presently enrolled in special education, whether they were evaluated in the past or for the first time this school year.

d. How many children are placed in special education programs in a nondistrict facility? Number of children evaluated as requiring special education and receiving special education services in a facility not operated by this school system. Combine children being served on a full-time and part-time bases.

CERTIFICATION After you have reviewed the data submitted on the ED101 form and on the ED102 forms to be attached for each school, please sign the certification and enter the telephone number to be used in the event that questions arise regarding this report.

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34/35

Fall 1984 Elementary and Secondary School Civil Rights Survey
SCHOOL SYSTEM SUMMARY REPORT: ED101

Due December 15, 1984

Form Approved:
OMB No. 1870-0500
Expiration 9/85

SPACE FOR LABEL

1. NAME OF SCHOOL SYSTEM _____

2. ADDRESS _____
Street or P.O. Box

County

City/Post Office State Zip

3. SCHOOLS Total number of schools in this system. For each school, attach a completed Form ED102 .....

4. COURT ORDER STATUS Is this school system currently subject to a Federal or State court order requiring it to develop or implement a plan for pupil desegregation ..... Yes: Fed ☐ State ☐ No ☐

5. SPECIAL EDUCATION Please refer to the instruction sheet.

a. How many children are awaiting initial evaluation? .....

b. How many children have been identified as requiring special education? .....

c. How many children are receiving special education in this district? .....

d. How many children are receiving special education in a nondistrict facility? .....

CERTIFICATION I certify that the information given on this form and on the attached ED 102 forms is true and correct to my knowledge and belief. (A willfully false statement is punishable by law [U.S. Code, Title 18, Section 1001].)

Signature of Superintendent or Authorized Agent | Title | (Area Code) Telephone No. | Date Signed

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Form ED101

ORIGINAL—Return to Office for Civil Rights (LEGAL)

REPORTING REQUIREMENT

This report is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973. Section 100.6(b) of ED Regulations (34CFR 100), issued to carry out the purposes of Title VI of the Civil Rights Act of 1964, provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form, and containing such information, as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this regulation.

Form Approved:
OMB No. 1870-0500
Expiration 9/85

Fall 1984
Elementary and Secondary School Civil Rights Survey
INDIVIDUAL SCHOOL REPORT: ED102

Office for Civil Rights
U.S. Department of Education
Washington, DC 20202-2516

Due December 15, 1984

GENERAL INSTRUCTIONS

- This form is to be completed for each individual school in the district.
- Please use a typewriter or print legibly in ink.
- Pupil membership should be reported as of October 1, 1984, or the nearest convenient date prior to December 15, 1984.
- If the answer for a given item is "none" or if all elements of a matrix are "0", enter "0" in the appropriate space or in the total column only (in the case of a matrix). If an item is not applicable, enter "N/A" (not applicable) in the appropriate space or in the total column only (in the case of a matrix).
- A copy of this form must be retained at the district office for two years from due date (until December 15, 1986).

DEFINITIONS

SCHOOL For the purpose of this report, a school is a division of the school system consisting of elementary and/or secondary (or equivalent) students, comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same plant. Count only units administered by a principal or equivalent.

RACIAL/ETHNIC CATEGORIES Racial/ethnic designations, as used by the U.S. Department of Education, Office for Civil Rights, do NOT denote scientific definitions of anthropological origins. *For the purposes of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging to. However, no person should be counted in more than one racial/ethnic category.* The manner of collecting the racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data.

— American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

— Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

— Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin—regardless of race.

— Black (Not of Hispanic Origin): A person having origins in any of the Black racial groups of Africa.

— White (Not of Hispanic Origin): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

PROGRAMS FOR THE GIFTED OR TALENTED Those programs designed for pupils who by virtue of outstanding abilities are capable of high performance and who require differentiated educational programs and/or services beyond those normally provided by the regular school program. Such pupils include those with demonstrated achievement and/or potential ability in any of the following areas singly or in combination: 1) general intellectual ability, 2) specific academic aptitude, 3) creative or productive thinking, 4) leadership ability, 5) visual or performing arts, 6) psychomotor abilities.

HANDICAPPED PUPILS (STUDENTS, CHILDREN) and SPECIAL EDUCATION PUPILS For purposes of this report the terms are synonymous. A special education pupil is one with one or more of the handicapping conditions defined below *and* who has been evaluated as requiring special educational services because of this (these) condition(s).

HANDICAPPING CONDITIONS The following definitions are to be used in preparing this report:

— Educable mentally retarded (or handicapped)—a condition of mental retardation which includes pupils who are educable in the academic, social, and occupational areas even though moderate supervision may be necessary.

— Trainable mentally retarded (or handicapped)—a condition of mental retardation which includes pupils who are capable of only very limited meaningful achievement in the traditional basic academic skills but who are capable of profiting from programs of training in self-care and simple job or vocational skills.

— Hard of hearing—a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

— Deaf—a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

— Speech impaired—a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

— Visually handicapped—a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

— Seriously emotionally disturbed—a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes children who are schizophrenic.

— Orthopedically impaired—a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures).

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- Other health impaired – limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, autism, or diabetes, which adversely affects a child's educational performance.

- Specific learning disability – a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural or economic disadvantage.

- Deaf-blind – concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

- Multihandicapped – concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. For the purposes of this report, this category should include those pupils who are severely or profoundly mentally retarded.

SPECIAL EDUCATION PROGRAMS. Special education programs are those designed to meet the needs of children with one or more of the handicapping conditions above.

INSTRUCTIONS FOR QUESTIONS ON ED102

Questions 1 through 3. Self-explanatory.

Question 4. GRADES OFFERED. In the boxes provided, check all grades offered in this school. Please note: The first box is to be checked by schools that offer *only* special education classes.

Question 5. PUPIL STATISTICS. Complete the chart for racial and ethnic categories and, where indicated, for males and females. Refer to the definitions above of racial and ethnic categories. Leave no blanks; where the answer is none, enter "0".

a. *Pupils in Membership.* The total number of pupils in membership on or about October 1, 1984, for each racial and ethnic category and for males and females. In each box report total membership—not percentages, average daily attendance, average daily membership, or year-end enrollment. Count each pupil as one, including any who attend less than a full day, such as kindergarteners.

b. *Pupils in Need of Language Assistance Programs.* Enter in b(1) the number of national origin minority pupils who are so limited in their English proficiency that they cannot effectively or equally participate in the school's regular instruction program. Enter in b(2) the number of pupils reported in b(1) who are enrolled in a program of language assistance (i.e., English-as-a-Second-Language, High Intensity Language Training, or a bilingual education program). Do not count pupils enrolled in a class to learn a language other than English.

c. *Pupils in Programs for the Gifted or Talented.* The number of pupils enrolled in programs for the gifted or talented. Count pupils once regardless of the number of programs in which they are enrolled.

d. *Pupils Who Received Corporal Punishment.* The number of pupils who received corporal punishment during the 1983–84 school year. Corporal punishment is the infliction of physical punishment to the body of a student by a school employee for disciplinary reasons. Count pupils once regardless of the number of times they were punished.

e. *Pupils Suspended.* The number of pupils who were suspended from this school for at least one day during the 1983–84 school year. Suspension is the temporary exclusion of a student from school for disciplinary reasons for one full school day or longer. Count pupils once regardless of the number of times they were suspended.

Question 6. PUPIL ASSIGNMENT. This question is to be completed by all schools that offer any two elementary grades between and including one through six. Select the lowest of those grades that your school offers and the highest. Do not include kindergarten. For example, if your school offers K–12, select grades one and six for the chart. If your school offers 1–5, select grades one and five.

Question 7. SPECIAL EDUCATION PROGRAMS. Please read the definitions of the handicapping conditions on the first page of this instruction sheet. Do not complete darkened areas.

- Count pupils participating in special education programs operated at this school only. Include those pupils who receive special education services in their regular classrooms as well as those who receive such services in special classrooms.
- If any child participates in two or more programs, include him or her in the one program in which he or she spends the most time. Example: John Doe spends 10 hours per week in a program for the educable mentally retarded and 6 hours per week in a program for the orthopedically impaired; he would be reported in line (a) for the educable mentally retarded, since he spends most of his time in that program.
- *In column 1,* enter in each row the total number of pupils participating in each program, for rows a through l. In row m, enter the total of rows a through l.
- *In column 2 through 6,* enter the number of pupils in each racial/ethnic category in rows a, b, e, g, and j (racial/ethnic data is not needed for the other rows). For each row in which data must be entered, the entries in columns 2 through 6 must sum to the entry in column 1.
- *In columns 7 and 8,* enter the number of male and female pupils in the special education programs defined in rows a, b, e, g, and j. For each of these programs, the sum of columns 7 and 8 must equal the entry in column 1.
- *In column 9,* enter for the programs defined in rows a, b, e, g, and j, the number of pupils who have also been identified in item 5b(1) as limited in English proficiency. Any such pupils will already have been counted in columns 2 through 8.
- *In columns 10 and 11,* enter the number of students who spend only a portion of the day in special education in column 10 and those who spend a full school day in special education in column 11. The sum of columns 10 and 11, for each row, must equal the total in column 1.

Question 8. SELECTED COURSE ENROLLMENT. Complete the chart for pupils enrolled in all-male classes, all-female classes, and for males and females in mixed classes in (a) home economics, (b) industrial arts, and (c) physical education.

- Enter the number enrolled in grades 7 through 9. For example, if this school serves grades 6-7-8, include only those pupils in grades 7 and 8. In (a), include occupational home economics.

Question 9. HIGH SCHOOL GRADUATES. Complete the chart for those who received a regular high school diploma during the 1983–84 school year. A high school diploma, for purposes of this question, is a diploma granted upon the successful completion of a prescribed secondary program of studies. This includes, where required as a prerequisite, the successful completion of a minimum competency test.

*This question is not to be answered by elementary schools, middle schools, or junior high schools.

*Do not include those who received other than a high school diploma, such as those who received a special diploma, a certificate of attendance, or a certificate of completion.

Please check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this form.

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Fall 1984 Elementary and Secondary School Civil Rights Survey
INDIVIDUAL SCHOOL REPORT: Form ED102
Due December 15, 1984

Form Approved:
OMB No. 1870-0500
Expiration 9/85

SECTION I—TO BE COMPLETED BY ALL SCHOOLS

1. SCHOOL SYSTEM NAME _____

2. SCHOOL NAME _____

3. SCHOOL ADDRESS _____
Street or P.O. Box

_____ _____ _____ _____
City/Post Office | County | State | Zip

SPACE FOR LABEL

4. GRADES OFFERED

- If this school is *totally ungraded*, check here ☐ .
- If this school offers *only* special education, check here ☐ .
- In the boxes below, check all other the grades offered:

☐ Pre-K ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

5. PUPIL STATISTICS Before you begin, please review the definitions and instructions on the instruction sheet of this form.

Columns 1 through 5 must equal column 6

Columns 7 and 8 must equal column 6

	1	2	3	4	5	6	7	8
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin		TOTAL	Total MALE	Total FEMALE
				BLACK	WHITE			
a Pupils in Membership								
b(1) Pupils in Need of Language Assistance Programs								
b(2) Pupils Enrolled in Language Assistance Programs								
c Pupils in Programs for the Gifted or Talented								
d Pupils Who Received Corporal Punishment								
e Pupils Suspended								

6. PUPIL ASSIGNMENT Consult the instruction sheet for instructions. This table is to be completed for all elementary entry- and exit-level classrooms in schools that offer any of the grades one through six, inclusive. Kindergarten is NOT to be included. Complete the table for classrooms in the lowest grade and in the highest grade of those to be counted (grades three and six if this school offers grades three through eight).

If two grades are combined in one classroom, count only those students in the entry- or exit-level class. Place the number of students in each racial/ethnic category in the proper column. For additional classes, duplicate chart on separate paper and continue. Be sure to make three carbon (or other) copies of extra pages and attach to the returned forms as appropriate.

1	2	3	4	5	6	7
Teacher's Initials or ID Number	Grade	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin	
					BLACK	WHITE

Form ED102

ORIGINAL—Return to Office for Civil Rights (LEGAL)

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INDIVIDUAL SCHOOL REPORT: FORM ED102 - Page 2

SPACE FOR LABEL

SCHOOL SYSTEM _____

SCHOOL NAME _____

SECTION II-TO BE COMPLETED BY ALL SCHOOLS OFFERING ANY SPECIAL EDUCATION PROGRAM

7. SPECIAL EDUCATION PROGRAMS If this school offers any special education programs, the table below must be completed. If no special education programs are offered, check this box ☐ and proceed to Section III. The instruction sheet of this form (General Instructions) defines the handicapping conditions and provides instructions for this question.

Special Education Programs	1	2	3	4	5	6	7	8	9	10	11
	PUPILS PARTICIPATING IN SPECIAL EDUCATION										
	Total	BY RACIAL/ETHNIC CATEGORY					BY SEX			PART TIME	FULL TIME
		American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Not of Hispanic Origin		Total Male	Total Female	Limited or Non-English Speaking		
					Black	White					
(a) Educable Mentally Retarded											
(b) Trainable Mentally Retarded											
(c) Hard of Hearing											
(d) Deaf											
(e) Speech Impaired											
(f) Visually Handicapped											
(g) Seriously Emotionally Disturbed											
(h) Orthopedically Impaired											
(i) Other Health Impaired											
(j) Specific Learning Disability											
(k) Deaf-Blind											
(l) Multihandicapped											
(m) Total of lines (a) through (l)											

SECTION III—TO BE COMPLETED BY SCHOOLS OFFERING ANY GRADE 7-12

- This section need not be completed by schools whose highest grade offered is 6 or below.
- If this school is totally or partially ungraded, this section should be completed if any secondary-level courses are offered.

8. SELECTED COURSE ENROLLMENT Please read the instructions on the instruction sheet of this form. Enter number of pupils in appropriate boxes.

	Number of Pupils Enrolled in:				Total Enrollment
	All-Male Classes	All-Female Classes	Mixed Classes		
			Male	Female	
a. Home Economics Courses—Grades 7 through 9					
b. Industrial Arts Courses—Grades 7 through 9					
c. Physical Education Courses—Grades 7 through 9					

9. HIGH SCHOOL GRADUATES Refer to the instructions on the instruction sheet of this form.

Columns 1 through 5 must equal column 6

Columns 7 and 8 must equal column 6

	1	2	3	4	5	6	7	8
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin		TOTAL	Total MALE	Total FEMALE
				BLACK	WHITE			
Persons Receiving High School Diplomas								

Please check the accuracy and completeness of each item reported. Errors or omissions may require a refiling of this form.

CERTIFICATION I certify that the information given above is true and correct to the best of my knowledge and belief. (A willfully false statement is punishable by law (U.S. Code, Title 18, Section 1001).)

Signature of Principal or Authorized Agent _____ Title _____ (Area Code) Telephone Number _____ Date Signed _____

ORIGINAL—Return to Office for Civil Rights (LEGAL)

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APPENDIX B

CREATION OF DISTRICT UNIVERSE FILE

A district universe file had to be constructed in order to draw the 1984 E&S sample. There were five sources of data with varying limitations on each. The following are the five data sources:

1. 1982 OCR E&S Survey - 3,128 districts with all sampled districts having 1500 or more pupils

2. 1980 OCR E&S Survey - 5,058 districts with all sampled districts having 300 or more pupils

3. 1978 OCR E&S Survey - 6,049 districts with all sampled districts having 300 or more pupils

4. 1976 OCR E&S Survey - the universe of 15,715 districts or local education agencies

5. 1981 NCES District Universe File - the most current file available from NCES at the time.

To have the most meaningful data for sample selection, it was necessary to obtain the most current data available for a district. Many OCR "high interest" districts had been surveyed in multiple years. Therefore a composite OCR E&S file was created as a first step, retaining district data for the most recent year surveyed. For example, if surveyed in 1982 and 1976, only the 1982 E&S district data were kept on the composite OCR E&S file.

Next the composite OCR E&S file was merged with the 1981 NCES universe file. Since the NCES file's data were sparse (no racial/ethnic data, only total enrollment and number of schools), an intermediate file of district data for matched OCR and NCES districts was created retaining the OCR data. In addition, three lists/files were created which displayed data for:

1. Districts on the OCR E&S composite file, but not on the NCES file (597 districts)

2. Districts with 300 or more pupils on the NCES file, but not on the OCR E&S composite file (355 districts)

3. Districts with less than 300 pupils on the NCES file, but not on the OCR E&S composite file (1185 districts).

There were many duplicate districts across the three lists/files since district OE codes change often across years due to consolidations, new districts, changes within districts, etc. In addition, there were several "districts" on the NCES file that were special districts, i.e. non-operating districts, special education districts that oversee the education of their children in the local education agency, etc.

In order to resolve the differences across these files, several rules were developed and used to retain only those districts of interest to OCR. The districts retained on each of the three files after resolving differences were then merged with the intermediate file of matched OCR and NCES districts to create the final E&S District Universe File.

APPENDIX C: Reported and Projected Enrollment Data by State

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
REPORTED AND PROJECTED ENROLLMENT DATA BY STATE

STATE	DATA	DISTS	SCHLS	AM IND	%	ASIAN	%	HISPANIC	%	BLACK	%	WHITE	%	TOTAL	MALE	%	FEMALE	%
ALABAMA	REPORT	45	704	2371	1	1726	0	503	0	171709	42	233893	57	410202	210974	51	199228	49
	PROJECT	116	1251	7740	1	2270	0	828	0	239305	35	442927	64	693070	357291	52	335777	48
ALASKA	REPORT	14	231	9982	12	2400	3	1462	2	3679	4	66360	79	83883	43526	52	40357	48
	PROJECT	54	616	20157	18	2638	2	1557	1	3773	3	81975	74	110100	57326	52	52772	48
ARIZONA	REPORT	65	488	17187	5	4436	1	87097	26	15769	5	212599	63	337088	172698	51	164390	49
	PROJECT	179	844	58270	11	5826	1	111126	22	19381	4	322010	62	516613	265013	51	251604	49
ARKANSAS	REPORT	88	429	226	0	1479	1	550	0	58846	31	130291	68	191392	98150	51	93242	49
	PROJECT	417	1232	447	0	2251	0	1392	0	120674	25	352785	74	477549	245398	51	232144	49
CALIFORNIA	REPORT	219	3188	10914	0	253623	11	833727	36	335107	15	853595	37	2286966	1177747	51	1109757	49
	PROJECT	1014	7468	27393	1	357510	8	1285907	29	445830	10	2288976	52	4405616	2269090	52	2137061	49
COLORADO	REPORT	44	629	2216	1	8296	2	31222	13	22749	7	252015	75	336498	172213	51	164285	49
	PROJECT	172	1093	2985	1	10546	2	77499	16	25029	5	378631	77	494690	253558	51	241127	49
CONNECTICUT	REPORT	63	532	436	0	4364	2	32311	12	46646	17	186103	69	269860	137704	51	132154	49
	PROJECT	222	1148	1084	0	7622	1	37391	7	57015	10	450661	81	553773	282237	51	271539	49
DELAWARE	REPORT	14	134	99	0	968	1	1833	2	21406	27	55884	70	80190	41545	52	38645	48
	PROJECT	23	167	125	0	1207	1	2089	2	25290	26	69404	71	98115	50801	52	47318	48
DISTRICT OF COLUMBIA	REPORT	1	164	34	0	700	1	2362	3	76372	92	3128	4	82596	41599	50	40967	50
	PROJECT	1	165	34	0	705	1	2380	3	76960	92	3152	4	83231	41919	50	41282	50
FLORIDA	REPORT	24	1456	1513	0	12558	1	121935	11	281739	25	687377	62	1105122	568556	51	536566	49
	PROJECT	67	2236	1909	0	16663	1	130272	8	370412	23	1087108	68	1606364	827278	52	779083	48
GEORGIA	REPORT	46	832	275	0	5112	1	2454	0	222186	43	281735	55	511762	262498	51	249264	49
	PROJECT	186	1613	418	0	7354	1	3421	0	333689	36	587046	63	931928	479150	51	452786	49
HAWAII	REPORT	1	232	429	0	122979	73	3542	2	3130	2	39091	23	169171	87533	52	81641	48
	PROJECT	1	234	432	0	123925	73	3569	2	3154	2	39392	23	170472	88206	52	82269	48
IDAHO	REPORT	35	244	1613	1	1392	1	5220	4	578	0	112291	93	121084	62401	52	58683	48
	PROJECT	110	450	2553	1	1761	1	7085	4	725	0	174313	93	186437	96606	52	89837	48
ILLINOIS	REPORT	115	1018	845	0	19046	3	109201	15	334162	47	248565	35	711819	364513	51	347302	49
	PROJECT	888	3638	1556	0	38954	2	133995	8	415072	25	1081163	65	1670740	854256	51	816472	49
INDIANA	REPORT	68	742	471	0	2715	1	10800	3	90524	21	327398	76	431908	222493	52	209413	48
	PROJECT	316	2039	1152	0	5957	1	18435	2	115123	11	932908	87	1073575	554622	52	518957	48
IOWA	REPORT	75	411	673	0	2584	2	2255	1	6919	4	144733	92	157164	80711	51	76453	49
	PROJECT	461	1503	1076	0	4343	1	4554	1	8094	2	433172	96	453241	232665	51	220576	49
KANSAS	REPORT	69	586	1564	1	4982	2	8019	4	27471	13	175840	81	217876	111781	51	106095	49
	PROJECT	381	1861	3453	1	7553	1	14982	3	34587	7	448343	88	508918	261931	51	246988	49
KENTUCKY	REPORT	40	338	74	0	1233	0	401	0	44505	15	247078	84	293291	150433	51	142856	49
	PROJECT	136	1128	106	0	1757	0	579	0	61483	11	513705	89	577630	296270	51	281357	49

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DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
REPORTED AND PROJECTED ENROLLMENT DATA BY STATE

STATE	DATA	DISTS	SCHLS	AM IND	%	ASIAN	%	HISPANIC	%	BLACK	%	WHITE	%	TOTAL	MALE	%	FEMALE	%
LOUISIANA	REPORT	26	923	555	0	7178	1	5309	1	240314	46	270608	52	523964	269268	51	254696	49
	PROJECT	60	1444	775	0	8060	1	6352	1	324285	42	423822	56	763294	392533	51	370761	49
MAINE	REPORT	69	303	163	0	788	1	210	0	442	0	99005	98	100608	51552	51	49056	49
	PROJECT	198	703	320	0	1211	1	381	0	739	0	197803	99	200454	102888	51	97560	49
MARYLAND	REPORT	7	754	784	0	14546	3	7090	2	179630	41	236465	54	438515	224608	51	213905	49
	PROJECT	15	904	806	0	14968	3	7312	1	186995	37	292354	58	502435	257438	51	244995	49
MASSACHUSETTS	REPORT	74	569	508	0	8522	3	21514	8	36492	13	209721	76	276757	140760	51	135245	49
	PROJECT	314	1622	753	0	15626	2	38143	5	48405	6	660090	87	763017	386574	51	374401	49
MICHIGAN	REPORT	85	864	2989	1	3784	1	10686	2	222727	44	270050	53	510236	259446	51	250758	49
	PROJECT	664	3234	16575	1	13078	1	30769	2	264887	17	1260867	79	1586176	810181	51	775963	49
MINNESOTA	REPORT	76	510	4485	2	10086	3	3792	1	15438	5	261438	89	295239	151174	51	144065	49
	PROJECT	453	1651	9832	1	15059	2	6344	1	17310	2	686640	93	735185	377873	51	357306	49
MISSISSIPPI	REPORT	61	365	191	0	393	0	164	0	127840	57	94761	42	223349	114176	51	109173	49
	PROJECT	140	697	313	0	564	0	260	0	194624	50	190182	49	385943	197972	51	187975	49
MISSOURI	REPORT	94	560	304	0	2682	1	2842	1	90616	34	167716	63	264160	134682	51	129507	49
	PROJECT	528	1665	641	0	4623	1	5389	1	108632	16	550715	82	670000	343802	51	326256	49
MONTANA	REPORT	145	304	5749	7	565	1	1119	1	384	0	76265	91	84082	41289	51	40793	49
	PROJECT	490	840	21241	13	825	0	1639	1	539	0	141487	85	165731	85325	51	80411	49
NEBRASKA	REPORT	243	546	1016	1	1756	1	3594	2	13080	9	133921	87	153367	78551	51	74816	49
	PROJECT	941	1593	1482	0	2446	1	6300	2	13475	4	291187	92	314890	161082	51	153793	49
NEVADA	REPORT	7	217	2145	2	4144	3	8558	6	14752	11	104031	78	133630	68766	51	64864	49
	PROJECT	16	282	3536	2	4318	3	9978	7	14930	10	118076	78	150838	77750	52	73087	48
NEW HAMPSHIRE	REPORT	43	180	40	0	580	1	514	1	656	1	82680	98	84470	43316	51	41154	49
	PROJECT	123	364	55	0	831	1	588	0	861	1	138477	98	140812	72426	51	68381	49
NEW JERSEY	REPORT	106	772	354	0	10685	2	86835	18	160793	33	223269	46	481936	246253	51	235681	49
	PROJECT	635	2404	899	0	32471	3	110221	9	236418	19	876058	70	1256067	644153	51	611903	49
NEW MEXICO	REPORT	28	363	14590	8	1702	1	80237	42	5083	3	87478	46	189090	96701	51	92389	49
	PROJECT	104	672	24057	9	1951	1	119652	43	5983	2	123743	45	275386	141051	51	134332	49
NEW YORK	REPORT	63	1344	1111	0	57940	5	324808	28	406215	35	366280	32	1156354	595039	51	561315	49
	PROJECT	885	4019	3034	0	84612	3	362158	14	496781	19	1714668	64	2661253	1376742	52	1284508	48
NORTH CAROLINA	REPORT	53	1040	14549	2	4669	1	1951	0	203443	33	391307	64	615919	315858	51	300061	49
	PROJECT	152	2110	33468	3	6956	1	2936	0	351982	30	776036	66	1171378	600548	51	570834	49
NORTH DAKOTA	REPORT	92	219	3265	5	667	1	388	1	562	1	62826	93	67708	34732	51	32976	49
	PROJECT	326	532	7089	6	905	1	635	1	646	1	113130	92	122405	62850	51	59550	49
OHIO	REPORT	71	887	667	0	4282	1	7008	1	186459	36	315223	61	513639	265174	52	248481	48
	PROJECT	623	3285	1944	0	10368	1	17681	1	241880	14	1403921	84	1675794	863359	52	812443	48

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1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
REPORTED AND PROJECTED ENROLLMENT DATA BY STATE

STATE	DATA	DISTS	SCHLS	AM IND	%	ASIAN	%	HISPANIC	%	BLACK	%	WHITE	%	TOTAL	MALE	%	FEMALE	%
OKLAHOMA	REPORT	116	568	17295	7	4423	2	6123	3	40183	17	173026	72	241050	123942	51	117108	49
	PROJECT	614	1761	58945	11	6486	1	10942	2	55018	10	425866	76	557257	288007	52	269245	48
OREGON	REPORT	79	598	3141	1	9155	4	6984	3	9132	4	223422	89	251834	129582	51	122252	49
	PROJECT	317	1376	6346	1	13779	3	17898	4	10577	2	462744	90	511344	263608	52	247739	48
PENNSYLVANIA	REPORT	81	890	528	0	8831	2	22538	4	177184	33	328131	61	537212	277625	52	259587	48
	PROJECT	578	3724	1495	0	21688	1	30632	2	242491	13	1623344	85	1919650	985351	51	934298	49
RHODE ISLAND	REPORT	23	224	310	0	2523	2	4658	4	7270	7	92733	86	107494	54849	51	52645	49
	PROJECT	42	319	446	0	2954	2	5628	4	8174	5	132679	89	149881	76699	51	73179	49
SOUTH CAROLINA	REPORT	40	690	329	0	2540	1	942	0	169293	42	227034	57	400138	205684	51	194454	49
	PROJECT	110	1203	1210	0	3058	0	1146	0	262363	41	378335	59	646112	332338	51	313778	49
SOUTH DAKOTA	REPORT	55	229	3909	6	662	1	373	1	508	1	65070	92	70522	35802	51	34720	49
	PROJECT	195	658	7545	6	861	1	453	0	573	0	116605	93	126037	64195	51	61838	49
TENNESSEE	REPORT	44	815	193	0	3175	1	678	0	144278	31	313368	68	461692	237307	51	224408	49
	PROJECT	155	1675	301	0	4301	0	1036	0	180714	21	680176	78	866528	445920	51	420634	49
TEXAS	REPORT	191	2144	1870	0	31506	2	625200	43	281078	19	528741	36	1468395	753828	51	714594	49
	PROJECT	1427	6412	3561	0	45956	1	891266	28	445189	14	1807962	57	3193934	1638205	51	1555791	49
UTAH	REPORT	17	507	2737	1	6466	2	11904	4	1931	1	305936	93	328974	168157	51	160828	49
	PROJECT	40	745	4281	1	7811	2	14523	3	2246	1	408528	93	437389	223580	51	213822	49
VERMONT	REPORT	77	147	39	0	264	1	66	0	211	0	44671	99	45251	23217	51	22034	49
	PROJECT	232	369	92	0	433	0	96	0	354	0	87566	99	88541	45617	52	42921	48
VIRGINIA	REPORT	35	922	602	0	21625	4	9113	1	160026	26	417432	69	608798	311317	51	297502	49
	PROJECT	95	1535	820	0	24195	3	10222	1	218589	24	665198	72	919024	470416	51	448631	49
WASHINGTON	REPORT	75	778	6743	2	24196	6	13367	4	22498	6	310127	82	376931	194347	52	182584	48
	PROJECT	333	1747	13553	2	35598	5	32396	4	28688	4	651362	86	761597	392739	52	368857	48
WEST VIRGINIA	REPORT	24	602	51	0	885	0	234	0	10854	5	201959	94	213983	110145	51	103838	49
	PROJECT	48	902	70	0	1099	0	344	0	13163	4	301471	95	316147	162672	51	153473	49
WISCONSIN	REPORT	66	522	2277	1	4092	2	9372	4	51301	20	191174	74	258216	133062	52	125154	48
	PROJECT	414	1783	6262	1	7533	1	12136	2	54758	8	630364	89	711053	365524	51	345528	49
WYOMING	REPORT	20	218	920	1	524	1	4712	7	755	1	63184	90	70095	36212	52	33883	48
	PROJECT	45	326	1676	2	640	1	5994	6	805	1	85168	90	94283	48649	52	45627	48
TOTAL FOR NATION	REPORT	3312	33132	145331	1	706429	4	2557777	13	4744925	25	11197018	58	19351480	9935500	51	9415828	49
	PROJECT	16056	81242	364313	1	994108	3	3598511	9	6388670	16	28106295	71	39451897	20271684	51	19178769	49

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